

Priory Academy LSST Pupil Premium strategy statement

This statement details our Academy's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, on how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our Academy.

School overview

Detail	Data
School name	The Priory Academy LSST
Number of students in school	1757
Proportion (%) of student premium eligible students	18.8%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2024-25 – 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs J Hopkinson
Pupil premium lead	Mr I Dinnie
Governor / Trustee lead	Dr C Gilgan

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£328,335
Student premium funding carried forward from previous years (enter £0 if not applicable)	£14,715
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£343,050

Part A: Pupil premium strategy plan

Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our students so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all students;
- The strategy is integral to the whole-academy plans for education recovery.

In line with the Trust mission, at The Priory Academy LSST our intention is that all students, irrespective of their background or the challenges they face, engage in a broad and balanced curriculum with particular emphasis on the inclusion of Ebacc subjects through to the end of Key Stage 4. This is complemented by an enriching Personal Development curriculum. All students will make good progress and achieve high academic attainment to enable them to successfully move on to the next phase of their lives and become true citizens of the world.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker, young carers and others who face challenging circumstances. The approach we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of what we do and fundamental to our support of disadvantaged students, with a careful focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside academic support our strategy is also based on providing strong pastoral care to develop emotional wellbeing to enable all students to thrive personally and academically.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are sufficiently challenged in their learning;
- use regular assessment to identify concerns early and ensure appropriate intervention;
- place high emphasis on the development of reading and language skills;
- carefully monitor the attendance of disadvantaged students alongside other external influences to provide early support and access to external agencies where necessary;
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Our internal baseline assessments, alongside available data from primary schools during transition, has indicated that disadvantaged students have lower levels of reading comprehension in comparison to non-disadvantaged students at the same stage. The September 2025 NGRT (New Group Reading Test) identified that the average standardised score for non-disadvantaged students in Year 7 (111.7) was slightly higher than the average standardised score for disadvantaged students (107.3). This has also been seen through teacher feedback and further observation and assessment work with students. The targeted interventions we have implemented alongside more general strategies to develop reading with all students have seen positive results so far and this is an area we want to continue to focus on to develop crucial literacy skills for all students.
2	Information from Primary Schools and our own internal assessments show that numeracy skills are not quite as developed in disadvantaged students compared to non-disadvantaged students at the same stage, although the gap is smaller than last year. KS2 and our own Internal assessment data on entry to Year 7 indicates that PP students scored an average of 40.3 in our baseline test and 105.2 in the KS2 Maths paper. Non-PP students scored on average 43.2 in the baseline and 107.1 at KS2. In Year 11 PP students had an A8 of 4.95. Non-PP had an A8 of 5.48.
3	Our attendance data over the last 3 years shows that disadvantaged students' attendance is 2-3% lower than non-disadvantaged students. This data also shows that rates of Persistent Absence (PA) are 9-10% higher for disadvantaged students than non-disadvantaged students. Assessments,

	observations and teacher feedback indicate that this level of absence is negatively impacting on the progress of disadvantaged students. This had a noticeable impact on outcomes for a small group of Year 11 disadvantaged students with low attendance.
4	<p>Our assessments (including Student Voice Surveys and internal wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about being behind their peers academically and worrying about exams and their future prospects. These challenges particularly affect disadvantaged students, including their attainment. There was a clear link between these concerns and emotional issues and levels of attendance for these students.</p> <p>We are continuing to see significant demand for students needing support with social and emotional issues. There continues to be limited access to the relevant services outside school, so we continue to try to provide as much support in these areas as possible in school and are still seeing long waiting lists for the services we offer internally.</p>
5	All of the above factors are more significant where there is a combination of needs for students, especially those who are economically disadvantaged, have SEND and/or are recognised as Child in Need. All of our approaches are designed to be able to provide the necessary wrap around care to support these most vulnerable students at the same time as maintaining high expectations and high levels of support for all students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Sustained improvement in reading fluency and comprehension by the end of Key Stage 3 for all students, including those that are disadvantaged.	Reading tests taken by all students in Year 7. Continual assessment occurs for those students who do not reach the ceiling standardised score of 89. English assessments across Key Stage 3 also demonstrate sustained improvement in reading comprehension and fluency. There will also be indications of these improvements across all subject areas shown through engagement in lessons and book reviews.
Sustained improvement in numeracy skills by the end of Key Stage 3 for all students, including those that are disadvantaged.	Mathematics assessments throughout Years 7 and 8 demonstrate improved numeracy skills and a smaller disparity between disadvantaged students and their non-disadvantaged peers.

<p>Sustained improvement in attendance for all students, including those that are disadvantaged.</p>	<p>By 2026-27 improved attendance will be demonstrated by:</p> <p>Overall attendance rates being above the national average.</p> <p>Attendance rates for disadvantaged students being above the national average.</p> <p>Persistent Absence rates for all students being below the national average.</p> <p>Persistent Absence rates for disadvantaged students being below the national average.</p> <p>Levels of attendance and persistent absence for disadvantaged students improving to move towards being in line with non-disadvantaged students.</p>
<p>Sustained improvement in wellbeing for all students, including those that are disadvantaged.</p>	<p>By 2026-27 this will be demonstrated by:</p> <p>Responses to Pupil Voice Surveys.</p> <p>Numbers of students accessing additional support for social and emotional wellbeing.</p> <p>Qualitative information from student voice and teacher observations.</p> <p>Increased participation in enrichment and extra-curricular activities.</p> <p>This should also be indicated to some extent in attendance, attainment and progress data.</p>

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Based on ongoing analysis and identification of need departments plan bespoke CPD programs to develop expertise to support the needs of all students. PP funding is used to support costs of identified training and CPD.</p> <p>CPD leads and staff who completed ECT2 in 2024-25 also have access to the Great Teacher Toolkit to utilise this to support teachers in delivering high quality teaching and learning for all students.</p>	<p>Academy and Department CPD is informed by a wide range of evidence and at Trust level operational <u>frameworks</u> are produced to enable effective implementation.</p>	1, 2, 3, 4, 5
<p>The implementation of the Federation wide approach of Language for Learning will develop students' skills in reading, speaking and writing across all subjects.</p> <ul style="list-style-type: none"> To focus on developing literacy skills there has been a focus on extended writing across KS4 and KS5 last year with a push on extended writing in KS3 this year Staff across the academy will use this CPD to implement strategies to improve literacy skills in all students. To increase cultural capital there continues to be a focus on reading in form time and in English lessons from a selected list of books to ensure students are accessing high quality literature. In all years students are introduced to a range of genres through introductory 	<p>Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	1, 2, 5

<p>chapters, alongside they will be reading non-fiction, this is done on rotation.</p> <ul style="list-style-type: none"> • There are also adapted versions of these books available for students of all abilities to access. • Funding is also used for a subscription to 'The Day' online news magazine for Form Tutors to access with students this is where a large number of articles are sourced to use for non-fiction reading 		
<p>Other areas of Professional Development, shared through CLC meetings for all departments focus on a range of areas including, Metacognition, cognition, SEND and assessment to support these areas and develop high quality teaching and learning across the curriculum.</p> <p>To further support students with SEND through quality first teaching a SEND framework has been developed, based on the EEF SEND guidance report. Departments have developed and continue to implement subject specific SEND frameworks to develop adaptive teaching approaches across the curriculum.</p>	<p>A range of sources have identified the positive impact on learning that the development of these areas can have.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Student Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	1,2, 5
<p>Following the Boys Impact Pilot study in 2024-25, part of the CPD focus for 2025-26 is providing training for staff on the key Boys Impact principles to further develop quality first teaching for all students with a particular focus on strategies to engage and support working class boys. This has been incorporated into all staff training days in September and January.</p>	<p>A range of recent research has demonstrated the concerns around educational outcomes for working class boys which has been the foundation for the Boys Impact project to try to address these issues.</p> <p>https://www.boysimpact.com/principles</p>	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £102,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing diagnostic assessment of student performance at all levels – teacher, Head of Department, Head of Year, SENCO, SLT – to identify students in need of more targeted academic support. Diagnostic assessments include CAT tests, NGRT reading assessments, WRAT numeracy assessments.</p>	<p>A range of evidence indicates the importance of effective diagnostic assessment to identify the needs of students and provide appropriate intervention and support. Particularly in response to the continued impact of uneven experience of students during the pandemic.</p> <p>EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>A proportion of funding is used towards teaching staff to enable the option of very small group specialist support for the most disadvantaged in Years 9, 10 and 11 to provide additional support in core subjects where specific need is identified. In specific cases funding is used to support very small group or 1:1 tutoring.</p>	<p>EEF research shows that small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 5</p>
<p>We use 6th Form Academic mentors to work one to one with lower school students to support them in specific subject areas.</p> <p>Departments also offer targeted small group revision sessions for students. Particularly in Year 11 with a focus on preparation for examinations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 5</p>
<p>Delivery of a range of evidenced informed, targeted intervention strategies to support development of literacy, numeracy and wellbeing through Learning Strategies coordinators and Intervention mentors.</p> <p>In the last academic year some of the funding has also supported an expansion of our Learning Strategies department to include</p>	<p>Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and ‘catch-up’.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1, 2, 5</p>

<p>and 4 Learning Strategies Coordinators providing target support for students.</p> <p>This year funding to purchase Tes Provision Mapping tool to help inform and monitor intervention strategies for students.</p> <p>Study guides in the core areas of the curriculum are also purchased to support overlearning and revision techniques.</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £124,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP funding has been used to provide Pastoral Managers to work alongside the Head of Year in Years 7-13. A key part of their role will be to meet with and mentor vulnerable and disadvantaged students with a focus not just on academic performance but also on wellbeing and taking advantage of the extra-curricular activities and house events available to them. Pastoral Managers also provide considerable monitoring and support to work closely with students and families to improve attendance. Learning Strategies Assistants, Learning Strategies Coordinators, Enrichment Leaders and Pastoral Managers also provide wellbeing support for the most disadvantaged students, develop their extra-curricular interests and support them in attending clubs and activities. Funding has been extended to also contribute towards CCF, DofE and Priory Leisure to make these opportunities more accessible to disadvantaged students to support wellbeing, attendance and wider academic performance.</p>	<p>A range of research identifies that to support students to learn they first need to feel emotionally secure and well regulated. This is particularly emphasised in the work of Dr Bruce Perry and the 3 Rs model of Regulate – Relate – Reason, to enable students to effectively access learning. This is the basis for the use of key pastoral staff to support students' emotional wellbeing to allow them to be better regulated to engage with their learning.</p> <p>The Constellation of Regulation: Part 1 of the 3 Rs (epinsight.com)</p> <p>The updated DfE guidance and Local Authority pathways also emphasise the importance of developing positive relationships with families and intervening early when falling attendance is identified. This is a crucial role fulfilled by the Pastoral Managers and Learning Support Assistants and Coordinators.</p> <p>Pupil reintegration team – The Lincolnshire ladder of behavioural intervention - Lincolnshire County Council</p>	3, 4, 5

Following an initial pilot scheme in 2024-25 across the Trust we are continuing to develop approaches from the Boys Impact Project to further support identified groups of disadvantaged boys and to develop wider quality first teaching based on the Boys Impact principles.	Lincolnshire SEMH strategy – About the strategy - Lincolnshire County Council Principles — Boys' Impact	
With the increased numbers of students requiring additional support for mental health and emotional wellbeing we continue to use PP funding to increase provision from external mentoring and counselling services (Energize Mentoring, Nurture Garden Counselling, Mick Kelly pastoral intervention). This is part of a tiered approach to support emotional and social wellbeing – universal support and education for all students, targeted internal support and more specialist external support.	<p>Our designated mental health lead and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people's mental health.</p> <p>Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</p> <p>adolescent-mental-health-summary.pdf (priorityacademies.co.uk)</p>	3,4, 5
To provide further support for student wellbeing as part of our tiered approach we have invested in having a team of Year 12 Wellbeing Ambassadors trained and supported by Shine mentoring services. These ambassadors provide an initial layer of support for students with mild anxiety and social and emotional wellbeing concerns. We are also working with Lincoln University to provide wellbeing support for targeted students.	<p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>There is a range of evidence identifying the importance of early intervention with mental health and wellbeing to stop issues becoming more serious.</p>	3, 4, 5
As part of our transition processes the use of ELSA trained Learning Strategies Assistants and Learning Strategies Coordinators and trained Sixth Form Wellbeing Ambassadors is targeted at supporting students in Year 7 who are struggling with the move up to secondary school.	<p>This support is based on the evidence from the 2025 ImpactEd Mind the Engagement Gap review demonstrating the drop in student enjoyment of and engagement with school going from primary to secondary.</p> <p>Report Mind the Engagement Gap</p>	
As part of the Trust Careers Framework we have appointed an independent Level 6 Careers advisor. Priority access to this is available to all disadvantaged students to provide guidance on a	Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home	All

<p>range of possible next steps and raise aspirations.</p> <p>All PP and EHCP students are offered annual one-to-one careers guidance.</p> <p>LincHigher work with disadvantaged students in year 9 on Legolincs project.</p> <p>All students undertake a period of work experience in Y10 and disadvantaged students are provided with additional supported if needed in arranging placements.</p>	<p>support to draw upon have the most to gain from high-quality career guidance.</p> <p>Good Career Guidance Education Gatsby</p>	
<p>Pastoral staff embed approaches and procedures set out in DfE guidance to support students and work closely with the Education, Welfare and Engagement team at the Local Authority to improve attendance.</p> <p>Key staff attend training from the Local Authority on the Emotional Based School Avoidance ladder and PSP. The academy also accesses a package of support from the local authority on managing and supporting school attendance.</p> <p>Pastoral staff work closely with families to support improving attendance.</p> <p>The academy is also working with the Lincoln City Foundation on the Attendance for Attendance scheme to provide match day tickets and player visits as rewards for improved attendance.</p>	<p>Approaches are closely aligned with good practice set out in DfE's Improving School Attendance and follow the attendance ladder and protocols set out by the Local Authority based on substantial evidence and work with other local authorities.</p> <p>Emotional based school avoidance (EBSA) – What is emotional based school avoidance? - Lincolnshire County Council</p> <p>Inclusion - West Sussex County Council</p>	3, 4, 5
<p>To develop effective approaches for engaging hard to reach families the pastoral team continues to work hard to find ways to engage hard to reach parents and build effective relationships with them. With the new electronic system that has been introduced for parents' evenings key staff are using this to increase attendance to parents' evenings for hard-to-reach parents. There are also additional events put on in Year 10 and 11 for parents to help with supporting</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

student wellbeing and preparation for exams with invitations targeted at parents of disadvantaged and SEND students.		
Contingency fund to address any additional priorities that arise.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £343,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Attainment 8 for Pupil Premium students was 49.4. 76% of our Pupil Premium students achieved a grade 4 or above in English and Maths and 45% of Pupil Premium students achieved a grade 5 or above in English and Maths. 75% of Pupil Premium students were entered in the EBACC qualification (this is above the national average for non-disadvantaged students) and 75% of those entered achieved a grade 4 or above in all EBACC qualifications. Attainment measures for Disadvantaged students have been improving over the last 3 years in English, Maths, Science, Languages and Humanities.

There has continued to be an ongoing impact from the missed learning and disruption to student's learning from the Covid 19 pandemic. A group of students in this cohort had considerable barriers to learning through their own personal circumstances and there was substantial support provided to try to break down these barriers. With this support students who found themselves in very difficult circumstances, often impacting significantly on attendance, were supported to be able to achieve appropriate qualifications to be able to access post-16 destinations.

Further to the positive results achieved by many, all of our disadvantaged students in Year 11 successfully accessed the next stage of their education and remained in education, employment or training, with the majority continuing with us into sixth form.

Internal data and assessments indicate some gaps in performance between Pupil Premium students and those not eligible for Pupil Premium. Ongoing diagnostic assessment and targeted intervention strategies remain a key part of the strategy moving forward.

For the academic year 2024-25 DfE attendance data showed that our overall attendance was 93.1%, 1.7% greater than the national average. Attendance for students eligible for Pupil Premium was slightly higher than in 2023-24 going from 87.8% to 89%, which is 2.6% higher than

the national average. The ongoing impact of approaches to support attendance is continuing to show an increase in PP attendance and remains a key area of focus.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are continuing to build on that approach in our updated plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service student premium allocation last academic year?	Dedicated members of staff support and monitor service students and their wellbeing – particularly when a family member is deployed. Support is available to access CCF membership and Duke of Edinburgh Activities.
What was the impact of that spending on service student premium eligible students?	Student voice, and module grades demonstrate positive attitudes in our service students. Many of them engage in a range of activities including CCF and DofE and achieve well.

Further information (optional)

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.